described under all the departments above, except the Extension department

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THE NATIONAL COUNCIL OF YOUNG MEN'S CHRISTIAN ASSOCIATIONS

COPY.

October 26th, 1917.

Col. R. W. Leonard,
St. Catherines, Ontario.

Dear Colonel Leonard:

I am requested by the National Council of the Young Men's Christian Associations, and also more personally by President H.M. Tory, to invite you, in view of your position in connection with the University of Toronto and of your great interest in educational matters, to become a member of an Advisory Board in connection with an important project on educational lines on behalf of the Canadian soldiers.

This project has been developed by President Tory of the University of Alberta, as the outcome of an investigation made at our request in regard to educational opportunities among the Canadian soldiers overseas. The project contemplates a broad scheme of educational courses to be provided during the period of demobilization to all Canadian soldiers overseas who wish to take advantage of the time they must spend in England before returning home, to prepare themselves for their return to civil life. The scheme has assumed proportions that have led to its being called a Khaki University, and has been received by Military Officials and leading University authorities in Canada with enthusiastic approval. A number of University Presidents, including President Sir Robert Falconer, have already given assurance that courses given soldiers in this way will be recognized on their return.

Realizing the broad possibilities of this proposal, the Young Men's Christian Association is taking steps to place it under the direction of a Board of leading business and educational men both in Canada and overseas. The members of this Board who are resident in Canada will be invited to act in an advisory capacity, while those in England will be asked to assume the executive direction of the work. Realizing also that this undertaking must have expert leadership, they have called President Tory, who has the confidence of all the educational authorities in Canada, and who is uniquely fitted for the task, to organize and direct the whole plan. Dr. Tory has accepted the call and the Government of Alberta has consented to his undertaking it.

The personnel of the Advisory Board will consist almost entirely of members of Boards of Governors of the Universities and the Presidents of these Universities, who in almost every case have consented to act. They will be supplemented by a few leading professors and business men who have a special interest in the project.

It is the intention of Dr. Tory and those interested in the scheme, to interview Sir Robert Borden and the Minister of Militia at an early date to secure for the enterprise the approval of the Government. The Overseas Military Authorities have already given their approcal and promised to incorporate this Educational program in their general plan of demobilization.

We sincerely trust that it will be possible for you to accept this invitation and will forward to a favorable reply.

Very sincerely yours,
(Sgd) Chas.W.Bishop, General Secretary.

described under all the departments above, except the Extension department

Extract from Minutes of Executive Committee, October 23rd, 1917.

New Program of Educational Work Overseas:

The action of the Military Service Committee in regard to the organization of the proposed Educational Work Overseas was referred to this Committee and was approved.

The following were approved as the personnel of the proposed Advisory Board, the majority of the names having been suggested by President Tory:

Geo. S. Campbell, Chairman Bd. of Governors, Dalhousie University, Halifax,
W. M. Birks, Member Bd. of Governors, McGill University, Montreal,
John W. Ross, " " " "
Dr. Jas. Douglas, New York, Chancellor, Queen's University, Kingston,
Hamilton Cassels, Toronto, Vice-Chancellor, " "
Sir Edmund Walker, Toronto, Chairman, Bd. of Governors, Toronto University
Sir Joseph Flavelle, Member Bd. of Governors, " "
Col. R. W. Leonard, St. Catherines, Member Bd. Governors, " "
Hon. N. W. Rowell, Member of Senate, Toronto University,
G. H. Wood, Chairman, National Council Y.M.C.A., Toronto,
Lieut. Col. Vincent Massey, Toronto,
Isaac Pitblado, Winnipeg, Chairman Bd. Governors, University of Manitoba,
Chief Justice Harvey, Edmonton, Chancellor, University of Alberta,
President A. S. McKenzie, Dalhousie University, Halifax,
President Wm. Peterson, McGill University, Montreal,
Dean Frank D. Adams, McGill University, Montreal,
President J. Bruce Taylor, Queen's University, Kingston,
President Sir Robt. A. Falconer, Toronto University
President W. C. Murray, University of Saskatchewan, Saskatoon.

Gaelic

A class in Gaelic is held on Tuesday and Friday, in Hut, D 33, 7 to 8 p.m.

Political Economy

A course in Political Economy is being planned.

Psychology

A course in Psychology has been provided and is followed with keen interest. McDougall's Physiological Psychology is used as a text book, and McDougall's Social Psychology and James' Psychology are used as reference books. This is one of the most valuable courses that the Khaki College has been able to provide.

Class meets on Monday and Wednesday, in Hut, D 33, 7 to 8 p.m.

Y.M.C.A. Training Class

A strong course of lectures, devoted to Y.M.C.A. work as a vocation, has been planned. The course includes the following lectures:—"The Relation of the Y.M.C.A. to the Community," "Vocation of General Secretary," "Vocation of Physical Director," "Vocation of Boys' Work Secretary," "History of the Y.M.C.A.," "Principles and Policies of the Y.M.C.A.," "The War Work of the Y.M.C.A."

Class meets every Monday in No. 2 Y.M.C.A. Hut, from 6.30 to 7.30 p.m.

New classes may be started at any time. Watch orders, notices in Messes, Canteens and Y.M.C.A. Huts for additions or alterations to time tables.

Anyone qualified to teach any subject is urgently requested to communicate with the President, or leave word with the Secretary at the Library Hut, D 1.

CRADDOCK, PRINTER, GODALMING

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CANADIAN

KHAKI COLLEGE,

WITLEY CAMP.

THE CANADIAN KHAKI COLLEGE has been organised to enable all Canadian troops, sick or well, in England or France, to utilise their spare time in improving their education and in fitting themselves to occupy, upon return to Canada, more important and lucrative positions in civil life. It is supported by the Canadian Universities, Canadian Headquarters, all the Military Services and the Y.M.C.A.

The soldier is giving the best years of his life to his country; it is a great thing if, at the same time, he can improve his own position and increase his efficiency and productive power in civil life.

During the war, important progress may be made by the students of these colleges, in their spare time, and during the period between the cessation of hostilities and the return to Canada, when full time may be devoted to study, much may be accomplished. The student may carry on at the college of any camp he may be in, as his registration card, of which he is given a copy, shows his standing and work done; a record of his work will also be kept at Canadian Headquarters. The Canadian Educational Institutions will give credit for any work done in these colleges.

At present the Instructors are volunteers from the troops themselves, among whom are some of the best educational men of Canada. The Canadian Universities are planning to supplement these by specialists sent over expressly for this work.

Here, then, is an opportunity to secure an expensive education, that at home would cost a great deal of valuable time, as well as hundreds of dollars!

Start now, to make the most of the chance and to ensure completing what you need before your return home. It will increase your value as a soldier, and give you a "boost" in civil life.

How to Join

Simply select the class or classes which you wish to take and register at the Library Hut, D 1. The registration costs one shilling, which admits you to your classes and entitles you to the use of any book in the Reference Library.

Textbooks

Textbooks can be secured at the Library Hut. We will buy your textbook from you again at a slight reduction, when you are finished with the course, or if you are leaving the camp.

Information

Information regarding the classes can be secured at any of the Y.M.C.A. Huts, from the Chaplains, or from the Secretary at the Library Hut, D 1.

Courses Provided

The work at present includes Elementary Education and High School Entrance, Matriculation and University Work, as well as some Vocational Classes. Beginners, as well as advanced Students, are provided for in every subject.

Department of Business

A comprehensive and thorough course in Business is provided, including six classes in Bookkeeping, seven classes in Shorthand, classes in Commercial History, Business Economics, Commercial Law, Business, English Penmanship and Commercial Geography.

Classes meet Monday, Tuesday, Wednesday, Thursday and Friday, in Hut, D 2, 6 to 9 p.m.

Department of Agriculture

The courses in this department are designed for those who may wish to live on the land, or engage in business in connection with Agriculture. The course includes Animal Husbandry, Field Husbandry, Agricultural English and Horticulture. Practical demonstrations are arranged for Wednesday afternoons, when the class visits some well equipped farms in the vicinity.

Classes are held on Monday, Tuesday and Thursday in Hut, D 17, 6.30 to 8.30 p.m.

Department of English

No man can afford to be without a good command of English. The English Department provides courses in Literature for both the Business and Agricultural Departments. Also there is a class in English Literature, studying selections from Browning, Tennyson and Wordsworth. For those who require elementary work in English, a class in Reading and Grammar has been commenced.

Classes meet on Tuesday and Thursday in Hut, D 33, 7 to 9 p.m.

Department of Mathematics and Engineering

Courses are provided in this department for both elementary and advanced work in Arithmetic, Algebra, Geometry, Calculus, Draughting, Mechanics and Electricity. As soon as the necessary equipment can be secured, a course will be begun on internal combustion engines.

Classes meet on Monday, Tuesday, Wednesday, Thursday and Friday, in Hut, D 34, 7 to 9 p.m.

Department of History

To understand the present a man must know the story of the past. Splendid courses are provided in both Canadian and English History.

Classes meet on Monday, Wednesday and Friday, in Hut, D 33, 7 to 8 p.m.

Department of Classics

Latin is required for Matriculation courses. Classes meet on Monday, Tuesday, Wednesday and Friday, in Hut D, 33, 6 to 7 p.m. and 8 to 9 p.m.

Greek Classes meet on Tuesday and Thursday, in Hut D. 34, 8 to 9 p.m.

French

Every soldier should be able to understand and speak French. Classes are held in French Grammar and Reading and in Conversational French.

Classes meet on Tuesday, Wednesday, Thursday and Friday, in Hut, D 17, from 7 to 9 p.m.

G. H. WOOD, TORONTO
CHAIRMAN

F. H. DEACON, TORONTO
TREASURER

CHARLES W. BISHOP
GENERAL SECRETARY

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THE NATIONAL COUNCIL
OF
YOUNG MEN'S CHRISTIAN ASSOCIATIONS
OF CANADA

120 BAY STREET, TORONTO

CABLE ADDRESS, "ASSOCIATION"

November 1st, 1917.

Sir Robert A. Falconer,
President Toronto University,
City.

My dear Sir Robert:

Enclosed is the Report and other information regarding the Overseas Educational project, which I promised to send you for tomorrow.

In connection with the personnel of the Advisory Board, it should be noted that it is yet to be completed. It should also be noted that the Educational Committee of the Board consists of the Presidents named in the list, together with Dean Adams.

Dr. Tory will send you the wording of the definite requests he might wish the Committee of your Senate to consider.

I beg to remain,

Very sincerely yours,

Chas W. Bishop

CWB/P.
Encls.

General Secretary.

Overseas Course for Soldiers. 11

R E P O R T

..on..

AN EDUCATIONAL PROGRAMME

...for...

THE SOLDIERS in the CANADIAN ARMY

To Major Birks,
Supervisor of Y.M.C.A.,
Canadian Overseas Forces.

Sir,

In submitting a report on the matter referred to me for study by your Executive, viz. to what extent it would be possible a undertake a definite educational programme among the Soldiers of the Canadian Army, permit me first to make a short statement about the general work of your Association as I saw it in France and England.

Due to the kindness and consideration of the Military Authorities, I was given the privilege of studying your work in a most intimate way in the Camps in both England and France. I had no conception of the magnitude of the work being done until I lived in the midst of it and saw it with my own eyes. Of the officers under your orders I cannot speak too highly. They are as a whole earnest men, conscious of a great cause and devoted to it. I heard only praise and appreciation for the work of the Association from officers and men alike. This appreciation of it is perhaps more strongly expressed in France than in England. This is due to the fact that in the fighting line the officers of the Association while working as non-combatants have proved themselves to be the equal of the regular combatant officers in their courage and devotion. The service rendered to the Soldiers holding the trenches and to those who return from the trenches, wounded and worn, has made a deep impression upon the Army, perhaps deeper than any other services rendered by the Association. As a demonstration of practical devotion to religious ideals, I have not been privileged heretofore to see anything like it.

Of the organization of the Association and the way it carries

on its work under the trying conditions associated with the constant movement of the Soldiers in and out of the Line, I cannot speak too highly. I am confident that the people who are giving you their support have very little idea of the magnitude of the business operations and general service offered by the Association. I shall deem it a privilege to express in more detail to the public at home my feelings in this respect when opportunity offers.

(A) METHOD OF PROCEDURE

I assumed from the beginning of my study that it would be useless to prepare a plan for educational effort unless I found at least a willingness, on the part of the persons whose benefit was sought, to participate, or better still a strong desire to do so. In order, therefore, that I might acquaint myself at first hand on the question, I visited all the Camps in England and the Divisional Centres in France. I had the privilege of discussing the matter with groups of Officers, with individual Commanding Officers, with the Representatives of the Divisions in France, called to Headquarters for the purpose, with large numbers of men, both in private and by means of public addresses, with the Chaplains' Organizations both in groups and in personal conversation, with the Y.M.C.A. Officers in connection with the little groups at work at present in study classes and with small groups of thoughtful men who are at the moment ~~done~~ doing something beyond Army routine work to maintain their intellectual life. I think from this rather exhaustive set of observations and discussions, I am justified in making the following Statement, viz: - There is a strong desire among the men who have previously been following intellectual occupations to follow once again if possible the old avenues of thought and particularly to think again in connection with the problems of civil life. The excitement associated with the beginnings of Army life has passed away and the social and civil instincts are again asserting themselves.

There is at present among a considerable proportion of men, not only a willingness to take advantage of any opportunities for intellectual improvement that may be offered, but an anxiety to do so. This applies not only to the religious men, who are interested in Bible Study and corresponding subjects, but to those who thought and interest run entirely to ordinary secular occupations. As an illustration of what I mean I might mention that in a group of 200 men who came together after one of the Religious Services conducted by Capt. Cameron, 57 men expressed a desire to take up the study of agriculture, 40 to enter the Christian Ministry, 30 to get a business education, 18 to enter Y.M.C.A. work, 15 to study practical mechanics, 1 to teach and the balance to improve themselves without any particular motive. So general is this desire, in the opinion of the Y.M.C.A. Officers, the Chaplains with whom I conversed who had given careful thought to the matter and of a fair percentage of the men with whom I talked, that I am convinced that an educational effort among both officers and men if wisely and soundly conducted would not only be greatly appreciated but would meet a deeply felt need.

(B) AN EDUCATIONAL PROGRAMME

In terms of a definite programme the problem at once takes on a two fold aspect.

I. A plan to meet immediate needs

II. A plan for the period of demobilization.

As these form practically two separate problems, I will treat with them separately and in some detail.

I. A plan for immediate needs

There are four definite ways in which educational effort may be directed in the immediate future.

1. By means of an organized scheme of popular Lectures of an educational character.

2. The promotion of Small Study Groups

3. The promotion of reading groups in billets and tents, and

4. By the development of a definite library system.

1. With regard to the Lecture Scheme, this can be said: the success which has attended the Lectures given is the best possible guarantee that such a scheme, if more definitely organized and made part of the regular systematic programme carried out in the Huts, would not only be greatly appreciated but would be extremely helpful. Further, by this means a splendid foundation could be laid on which to build the more intensive scheme of the demobilization period.

After a great deal of consideration and consultation with the men of your Force who have been promoting this work up to the present, I beg to submit the following as an ~~original~~ organized course of Lectures to be given in the Huts during the coming winter.

Lecture Topics

(a) The Nations at War

(1)	France	Allies
(2)	Italy	
(3)	Russia	
(4)	Japan	
(5)	China	
(6)	Portugal	
(7)	Germany	Central Powers
(8)	Austria	
(9)	Turkey	

The Lectures to consist of an historical sketch with special reference to Racial Peculiarities, Political Institutions and Educational Facilities. Slides should be used to represent scenes, of persons, occupations, communities and the art of the people.

(b) The Campaigns of War

(1) Balkans
(2) Mesopotamia
(3) Egypt
(4) Italy
(5) Russia
(6) Western Front
(7) At Sea

The Lectures here to consist of a sketch of how each campaign came to be undertaken, the significance of each in the whole course of the War and the details of progress to date. These should be accompanied if possible by latern slide maps and diagrams.

(c) The British Empire

(1) Trip round the Empire
(2) Great Britain
(3) Australia
(4) New Zealand
(5) South Africa
(6) India
(7) Other Possessions
(8) Ireland

The Lectures to consist of a description of the Country in relation to the British Empire, that is, how it came to be in our possession, its resources, its people, Aboriginies, Modern and its Institutions.

With regard to No. 8, an effort should be made to give the historical setting of the problem, and dispassionately to point out how it is complicated by questions of race, religion, politics and misunderstandings.

(d) Canada

(1) What Canada is doing for her wounded
(2) Life in Canada after the War
(3) Plans for Land Settlement
    (a) Provincial Government
    (b) Dominion Government
    (c) C.P.R. and Private
(4) Thrift. Its meaning and significance
(5) A Clinic in Life
(6) Economic Aspects of Education
(7) Canada. A comparison with the unsettled portions of the World.

(e) Agriculture

(1) Comparison of Ancient and Modern Methods of Agriculture with the slides showing the use of ancient and modern implements
(2) Modern Agriculture, showing the complete operations, from the sowing of the seed to the delivery of the bread to the householder.

These lectures might be helped out by slides showing the methods in use in various countries.

(3) Types of Canadian Farming operations.
Slides to illustrate types of farms from Nova Scotia to British Columbia
(4) Cattle Rearing, types of breeds and their special value.

This should be abundantly illustrated with lantern slides of finest specimens of various breeds and typical herds as seen in England and Canada.

(5) Poultry Farming. A biological Lecture.
Slides showing the process of the development from the chicken in the egg to the day of marketing.

(f) Scientific Subjects

(1) Electricity and Magnetism
(2) Gyroscope
(3) Liquid Air - the four states of matter.
(4) The chemistry of Explosives, practical demonstration where possible, slides showing guns, bombs, etc. in which they are used.
(5) The Submarine (a) history of the idea. (b) its possibilities.
(6) The Aeroplane, history and possibilities
(7) Wireless Telegraphy
(8) The Solar System, map; how it came about, using the nebula to illustrate; photographs of Planets; photographs showing moons of each; photographs of surface of our Moon; possibilities of life, etc.
(9) General Astronomy, fixed stars, planets, nebula, double stars, spectrum, substances, etc.

It is not intended that this should be an arbitrary course but rather a suggested group of consecutive topics to be followed as closely as it is found possible. Additional subjects and topics could be used as lecturers are found who have material of their own already prepared. The idea behind such a course is that the whole of the Huts in both England and France should be working on some broad scheme with a common interest and central idea, the central idea being to steadily promote an interest in educational and intellectual effort with a view to the larger scheme which would be put into operation on -- demobilization. The idea of entertainment and the general improvement that would be necessarily associated with such lectures should never be lost sight of. The lectures should be fully illustrated by lantern slides or moving pictures. Where possible a fair proportion of the slides should be colored to make them more attractive.

2. The promotion of small Study Groups

Already good work has been done by means of Small Study Groups in many of the Huts, particularly in connection with Bible Study. The Groups meet under the direction either of the Hut leaders or persons specially appointed. This work could not only be greatly extended with respect to religious subjects but more particularly along the line of the subjects suggested in the lectures and particularly in connection with those of historical import. Further, the Group connected with Canada will offer an abundant field for reading and thought in the study of problems connected with social science and particularly in connection with reconstruction. A large body of material has already been produced in connection with the latter subject. It is hardly likely that any work of a real constructive character can be accomplished, but a foundation might be laid in the minds of many men upon which -- constructive work of the future might be made to rest. The more men can be made to face the problem of reconstruction as a matter of national import, as distinct from the selfish motive, the better. The problems connected with our empire in general and of Canada in particular offer a splendid field for reading and thought.

The topics in all probability will spring out of particular occasions, but I would suggest that where departure is made from the religious t pics and the historical subjects suggested by the lectures that selection should be made from the following; -

(1) Biographical studies - the men who had made the empire, their life and work.
(2) Literary subjects - our men of letters and what they have produced.
(3) Political Studies - comparing the modes of Government of Allied and enemy countries.
(4) Reconstruction work - what we can do to help Canada o get upon her feet again after the war.
(5) Education - its significance and value
(6) Science - Its place in industrial development.

3. Promotion of Reading Groups

If the men who are interested in the Study Groups could be made centres of helpfulness among the men in Huts and tents a great deal could be done to promote the idea of better education as a means of promoting a good life and particularly in promoting a better thinking among the men. While the conditions favoring reading in the huts and tents are bad they might be made much more favorable by one man reading aloud to a small group. This could be made a means of promoting a knowledge of healthy literature. The movement at present being organized to promote Clean Speaking and Clean Thinking among the men might in this way be helped. The influence of such effort would be far reaching if the right sort of men could be got interested.

4. By the Development of a Definite Library System

Up to the present moment the library facilities offered in the huts have consisted very largely of old books sent by friends. To often these books have been of little value, being old and unattractive. This, of course, is not always so, but I think I am justified in saying that no more than 20% are of any value. I would strongly recommend that this practice be not encouraged further but that the library scheme be carred out along two definite lines - (a) a definite reading library to be put in the study rooms provided in the huts. This library to be made up in the first place; -

(1) With a distinct set of books covering the topics prescribed for lectures

(2) Additional works on current history

(3) Special books on topics of the day, particularly books relating to the political problems created by the war.

(4) An encyclopedia of the type of Nelson's or Everyman's.

(5) The Home University Library and books of a similar character.

(6) Books to be added from time to time as called for.

In this connection I would strongly recommend that there be an understanding that any book asked for and not in the library can be obtained by the Offi er in charge of the Hut by applying through Headquarters when the books will be purchased and sent, if the request is a reasonable one.

In addition, of course, a reasonable selection of novels, poetry, etc. should be made. I will submit later a list of books which I think will cover the case.

(b) I would extend the system at present in operation of handling books through the canteen. In France the plan has been adopted of letting men have the 9d. novels for 1 franc, the money is returned to them if the book is returned. I would suggest that a supply of good novels (say the shilling editions) be kept on hand and be either sold outright to the men or deposit be taken upon them and that in this connection the good second-hand books now on hand be utilized, but that the libraries as at present constituted, be reconstructed and the useless books thrown out.

(c) I would put in the reading room a limited number of the current magazines, giving the men an opportunity of keeping themselves up to date in what is going on in the world around them.

(d) Officers' Libraries. The man most neglected to-day is the Officer, due to the peculiar conditions under which he carries out his work. I would strongly urge that small Officers' Libraries be established wherever possible and in any case the privilege of securing books under library arrangements be given to the Officers and that this fact be made known to them. I have had many definite inquiries from Headquarters Officers for books suitable for their use. This could be made not only the means of promoting healthy reading and study among the Officers, stimulating them as against the intellectual stagnation which their life has a tendency to produce, but would also help to bind them more closely to the Association. This is a matter that would have to be worked out by the officers at the huts as required and should be handed with

great care.

The definite promotion of educational effort along the four lines here presented seems to me to offer the best opportunity to meet the requirements during the days of active war. In addition it might be found possible to promote some special effort in special localities to meet the particular needs.

11. Demobilization Period

While the day for demobilization may be far off, yet it should be thought about and plans should be made for that time. From the point of view of the soldier this will be the most critical period in the whole history of our army. Necessity for rigid discipline no longer remaining in spite of all that officers will be able to do, there will necessarily be relaxation of discipline. According to the best judgement obtainable the time taken may be extended to cover a period of approximately one year. It seems to me the greatest possible service could be rendered, therefore, by planning a definite concrete educational campaign suited to the practical needs of the men. I would strongly recommend that plans be put on foot to plant an educational institution into one central camp, a university in khaki - say "The Khaki University of Canada" - where practically all branches of study that could possibly be offered would be offered and with an Extension Department going out to every other camp in the country. To be specific, I would have:-

(1) An Agricultural College.

In this college I would offer the equivalent of a full year's work as set forth in the calendar in one of our agricultural schools in Canada. I firmly believe that 4000 to 5000 men could be got together to study agricultural problems under such conditions. I would include the following subjects:-

(a) Animal husbandry
(b) Field husbandry
(c) Dairying
(d) Farm mechanics
(e) Operation of Tractors and Motors, and if possible
(f) Elementary Chemistry and Physics

As I have previously stated in a group of 200 men to whom I spoke about this matter, 57 definitely gave their names as being willing, first, to attend such a course, secondly, to remove from their own units for the purpose of getting the course and many of them agreed to remain behind, if their units were sent home, for the purpose of finishing such a course.

(2) Matriculation Course

There are, I found, a considerable number of boys of the High School age in our army who would have attended college had the war not broken out. To-day many of them are wondering when if ever they will be able to get back to the old grooves again. I would make this course a means of bringing these men together and promoting an interest in the studies which they have dropped. I would also use this as a means of promoting interest among those who have not had the early educational advantages, if they so desire.

(3) Business College

There are also in the army a great many men who have not had the advantages of an early education, who had begun a business career. In this way I would offer opportunities for the study of arithmetic, business correspondence, stenography and typewriting, telegraphy, etc. Here again I found in the group previously referred to that out of 200 men who had become interested through the Religious work of the Association, about 30 were anxious to take up some additional work of preparation and would be glad to utilize the demobilization time for that purpose.

(4) Work of College Grade

Further, I would offer for undergraduates of Universities such subjects as History. Literature, Languages, Economics, Political Science, etc. For men who have only partially finished their course an effort should be made to get the Universities of Canada to agree to the acceptance of such work so that time would not be lost even from the point of view of academic recognition.

(5) Engineering

In this course I would offer to engineering students subjects like Mathematics, Mechanics, Descriptive Geometry, Drawing, etc., the work generally covered in the first two years of Engineering schools. There are in the army a great many men who had just taken their course for entrance to engineering. These men should be encouraged to go forward and not to take any lower work in life than that which they had planned. A reasonable stimulation would bring most of them back into line.

(6) Normal Training

Repeatedly I have been asked the question whether -- opportunities would be opened to men to go back to the teaching profession. When we consider that there are vacancies for 800 teachers in one Province of Canada alone, I think a sufficient argument is found for seeking to give such men as wish to following the teaching profession an opportunity of making the necessary preparation in that direction. Here again the matter would have to be taken up with the Departments of Education to get such recognition, but I am confident such recognition could be obtained, in any case in Western Canada.

(7) Medical Instruction

A careful inquiry has led me to believe that there has been during the war a vast accumulation of medical experience which has come to a limited number of the medical men, but that a great many of the men who are doing medical services in the battalions have lost ground rather than gained it as medical practitioners. It seems to me that it might be possible to organize medical instruction among such men, using as teachers the best and most matured of the profession for the purpose of making the knowledge that has been acquired during the war the possession of the whole Medical profession. I have reason to believe that if a definite effort were made some of the choicest men in the profession, would, while waiting their return to Canada, co-operate in such a plan. The matter would require very careful study and consideration

before a final judgement can be passed but I am strongly of the opinion that a definite effort should be made to give the full benefit of this accumulated knowledge to the Medical profession as a whole, otherwise it will take years before it becomes the possession of the average practitioner. I would further seek to promote a series of medical conferences across the whole of Canada after the war for this purpose.

(8) Legal Studies

Classes for the discussion of legal problems should be organized for lawyers and law students in which topics could be dealt with of the following character:-

(a) Recent advances in law
(b) The position of International law following the war
(c) Formally organized classes for law students, who have not completed their course.

(9) An Extension Department

The Extension Department could be organized on the same basis as is already done in some of our modern Universities. Its aim would be the organization of Lecture Courses in every camp and make them accessible to every soldier. It would operate from the University Centresand would use the very best men obatinable in England and Canada. In classes formed great subjects like the British Empire Porblems, the Growth of the Empire in comparison with other Nations, After the War problems, Co-operation as a Means of Promoting Public Welfare and especially Agriculture, Canadian History and Resources and Topics for the Promotion of Social,and Economic Well-Being and Debating Clubs for the Discussion of Current Topics. There is almost an unlimited development possible in connection with this work. In this department I would have concerts and cinemas as a means of promoting a healthy disciplinary spirit among the men as part of the program. Further, short courses of agriculture could be organized in all the camps amongst the men who did not care to attend a fixed curriculem along the lines now in operation in short course schools in Canada. As there are said

to be over 40,000 farmers in the army, the significance of such work could be hardly over-estimated.

(10) Religious Work

This Department would be made practically a theological college, where men who desired to enter the ministry or the religious work of the Y.M.C.A. would receive preparatory training. That there will be a need for such work is indicated by the fact that of the group of 200 men referred to previously, 40 wished to study to enter the Christian Ministry and a small number to enter the work of the Y.M.C.A. I can hardly conceive of a greater service being rendered to Canada than that we should gather in to such an organized course a "Unity Theological Seminary - if you please", a body, say of 500 to 1000 men who would be made of service after the war in the promotion of the religious, moral and social life of Canada in that spirit of comradeship which the War has produced.

(11) Physical Education

The machinery is at hand in the personnel of the Y.M.C.A. Secretaries themselves for the setting up of a good organization for preparatory training in physical work, in gymnastics and other community service. It is hardly necessary for me to emphasize the significance of such a work if properly carried out.

(C) Carrying out the Plan

In carrying out the suggested plan it will be necessary to deal with the Lecture Course Scheme to meet present needs apart from the intensive plan suggested for the demobilization period.

In connection with the Lecture Course Scheme it will be necessary to appoint officers for this purpose in France. An officer for each division, will, I think, be found sufficient assuming that he answers to my inquiries as to this from the Chaplains Organization and also from the regular Army Officers are correct. I am convinced that a great deal of help can be obtained from

these two sources. I would strongly urge the officer who takes charge of the work in France to make a definite effort to secure assistance from such of the army officers as are willing to co-oerate. In every case material for preparation should be provided where asked for. The more persons interested in the carrying out of the Lecture Course program the greater will be the interest aroused for the purpose of carrying out the demobilization program. I would further suggest, however, that if possible special men be sent to France for short periods of time to deal with some of the special subjects suggested. A little experience, of course, will show how far this will be necessary.

In England the same statements apply. I would strongly urge that it be a first responsibility of some officer in each area to organize the educational work in that area, that use be made of suitable men among the chaplains and officers, that no effort be spared in the collecting of the material and in the provision of the necessary lantern slides and literature required for the purpose, as the value of the service will depend very much upon the quality of material used and the mode of presentation.

The progress of the work should be carefully watched, unsuitable lectures and lecturers should be eliminated and the directing officer should keep in constant contact with the leaders of the groups in order to keep up the highest standard of work possible. During this period the men will not be very willing to do much work directly themselves although they will give attention to the instruction given them. Much, therefore, will depend upon the way the material is organized and presented.

With regard to the plan for the demobilization period, it is necessary to consider six distinct questions.

(1) <u>The Place where work could be done</u>. If it were possible to get the Military authorities to set aside one camp in England and to bring all the men who wish to take intensive educational work to that camp, that is the work described under all the departments above, except the Extension department

it would greatly facilitate matters and I would strongly urge that an effort be made to secure this arrangement. This would, of course, necessitate during the demobilization the breaking up of units as they now exist, which might not be possible. Provision could probably be made to restore the men to the units to which they belonged when the time comes for them to go back to Canada. Should it be found impossible to work the plan in that way and intensive instruction become necessary at more than one camp, then it might be possible, if the camps were placed sufficiently near, to use a common staff repeating the instruction in different places. In all probability it would be necessary to give this instruction for a short time at a camp in France as well as in England but this is a matter that could not be decided until the scheme for demobilization has been agreed upon and then it would be necessary for us to adjust our teaching plans to meet the Military requirements. In the meantime we should urge the Military authorities to give us as great a concentration as is consistent with their general scheme. With regard to the Extension work the intention would be to have it organized and carried on in every camp where men could be reached in any considerable numbers.

(2) The Staff. In the carrying out of the plan a large staff of men would be necessary. I have not been able to determine what staff would actually be required nor how many would be available for the staff from the army itself. The size of the staff would depend naturally upon the number of men who would be anxious for intensive study and I am suggesting in a later part of the report a mode of determining approximately what numbers would be available. The details of this matter could not be worked out until that information is obtained. With regard to the number of staff available in the army, I know that there is a large number of men who are acting both as officers and common soldiers, who during peace time were following teaching as a profession. All the Universities of Canada have given quite largely of their staffs to the army and in addition

High School teachers, Business College instructors and graduates of Agricultural schools are scattered also through the army. It would enormously diminish the difficulties of such a plan if the Military authorities would be willing to place at the disposal of the teaching organization such men of the above standing as were willing to serve. I believe such is the case. I have had the privilege of speaking to University professors, to College graduates, to Agricultural School graduates and to many clergymen who also have been in the teaching profession, about the matter and without a single exception all with whom I spoke stated not only their willingness to help with such a plan but expressed a strong desire to participate in it, believing that this would be the greatest service they could render to the army. I would suggest that during the next three months an effort be made to determine the number of men that will be available in order that they might be classified with reference to the particular lines of work.

In addition, I would propose to lay the whole matter before the Universities of Canada and to secure from the Universities such additional teachers as can be made available. I am confident that every University in Canada would be willing to share its teaching staff power with the Khaki University to help in the emergency. I would propose to lay before the Universities, Colleges and Schools the question of recognizing the work done in the Academic courses as being the equivalent or a part of the courses offered in their colleges so that all the time spent in such study would be recognized as a part of the regular course and preparation for the particular walk of life concerned. Further, for particular subjects I am confident that some of the choicest men in England could be obtained to assist, particularly in the giving of short courses on special subjects in which they are expert.

(3) <u>The equipment</u>. Under Equipment the first thing is the places for Lectures. If one camp could be set aside for this purpose in England then the whole problem would be solved as the Y.M.C.A's Huts could be concentrated in that Area

and other huts owned by the army could be made avialble. As there will doubtless be much material suitable for temporary huts available the question of buildings I think might be regarded as very simply solved as the buildings used for army huts would be perfectly suitable for the purpose of class rooms and laboratories.

Further, with regard to library facilities that is merely a question of money. An abundant supply of books is available in England within a few hours call of any centre.

The question of scientific laboratories would require a little more consideration but I would not expect that other than elementary classes would be called for and the difficulties would be very easily overcome.

In Agricultural equipment, machinery could be obtained I have no doubt from the Agricultural Implements Companies, who would I think, regard the advertisement as worth the effort involved. I prepose to take the matter up at once with the big agricultural implement companies and see if the matter could be arranged. With regard to the motor mechanics, there will be an abundance of material in the possession of the army, with perhaps the single exception of farm tractors required,for all purposes. I think it is hardly necessary for me to go into further detail. If it is decided to put the plan into operation after the information regarding students and staff has been collected, it will be necessary for some one to immediately assume responsibility for the completion of the plan and make ready the organization in order to be ready for any emergency.

(4) The Cost. It is exceedingly difficult to make an estimate at the moment of the cost of carrying out the plan as it will depend very largely upon the amount of teaching power that can be obtained from the army itself. Once the information as to what the army can give in the way of teaching power is available, I think the cost could be estimated very closely. I would suggest that no public statement as to cost be made until this information has been obtained.

(5) The Administration. If in the judgement of your Committee the plan herein suggested should be undertaken then I would strongly urge that an Educational Advisory Board to the Y.M.C.A. be called into existence, (incorporated if necessary.) On this Board I would have a small group of men in England for executive purposes whose interest would be in promoting and carrying out the plan and in addition a group of representative men in Canada. The Board should be composed of men who would carry weight with the public. They would give confidence as to the educational soundness of the scheme and would be the medium for securing the public support necessary to put the plan into operation. It is hardly necessary for me to go into detail in this matter until such time as a decision is reached with regard to it.

In addition to the above it would be absolutely necessary to appoint ~~an~~ someone as executive head to whom would be given the responsibility of perfecting the plan both with respect to the course of study and staff. For such a task a person skilled in educational organization would be absolutely necessary.

(6) Obtaining Information. It is absolutelynecessary that more or less detailed information be obtained at once on two definite points if in the judgement of your Committee the plan should be pushed forward; first, with regard to the available teaching power in the army; second, with regard to the possible number of men to receive instruction. I am sending you herewith a form prepared which I think could be used to get the necessary information if the Military authorities approve of its use. I have no doubt, if I can judge by the interest shown, they will be willing to authorize by this means the obtaining of the further information desired.

In conclusion permit me to say that it has given me personally the greatest please possible to have had an opportunity of studying this question at first hand. I am firmly convinced that no greater service could be rendered Canada looking toward the reconstruction days, than that the educational program proposed should be carried out in a generous spirit. In the first place a feeling of gratification

would be created among the men in the army by the knowledge that the people at home were thinking and planning for their future in a practical way. This feeling I am sure, would be reflected very strongly in the relations of the returned men to the public at home during the re-settlement period, a period which will certainly be a very trying one for Canada. In the second place, it would help to settle in a definite groove a considerable number of men who to-day are in doubt as to their future by giving them a start along the line of their future life before they return home. In the third place, as the army contains a great body of the choicest men of Canada, brought together from all parts of the country no greater opportunity could ever occur for the educational forces at home and in the army to make themselves felt in the development of the National spirit and the promotion of the national and imperial ideals created by the war.

In a word, the University in Khaki might be made the starting point of a great forward movement not only in agriculture and industry, but in the spiritual, educational and political life of Canada.

Respectfully submitted,

(sgd) H.M.Tory

Army Post Office,
London, January 31st 1918.

Sir Robert Falconer,
President University of Toronto,
Toronto, Canada.

My dear Sir Robert,

I have your kind note of January 4th and was glad to hear from you direct as to your views of the Khaki College. President Tory was here this week and told us how kind all the Universities had been and how anxious they were to help. I am not sure that the Universities can give us all the help required during the demobilization period. The number of University students in the Army is small as compared with the total and the demands for High School and technical education will be much greater than for University education. Does it not strike you that the most important work we can do here would be to prepare a large number of boys for matriculation and then send back to Canada several thousand students ~~xxx~~ ready for the University and Colleges? Would not this be a work of greater value to the future Univsersity life in the Country than any other single effort that could be made? This is merely a suggestion and I pass it on to you for what it is worth. We are struggling to find out what is wisest and best and it seems to me that it is most important that we should not put our ideals so high that they will cease to have a practical value. I enclose you herewith a copy of our latest folder.

This Division hopes to move to France very shortly and our difficulties in carrying on educational work will then be increased. I spent an hour at Vimy Ridge University the other day looking into its work and it certainly is progressing very rapidly.

Would you please convey to Lady Falconer, Prof. Milner and Prof. Keys my kindest regards.

Yours sincerely,

Lt. Colonel
Comdg., The Canadian Buffs.